



CAMBRIDGE

Expanding Options in Advanced Academics and Global Education: Impacts and Outcomes in Broward County Public Schools

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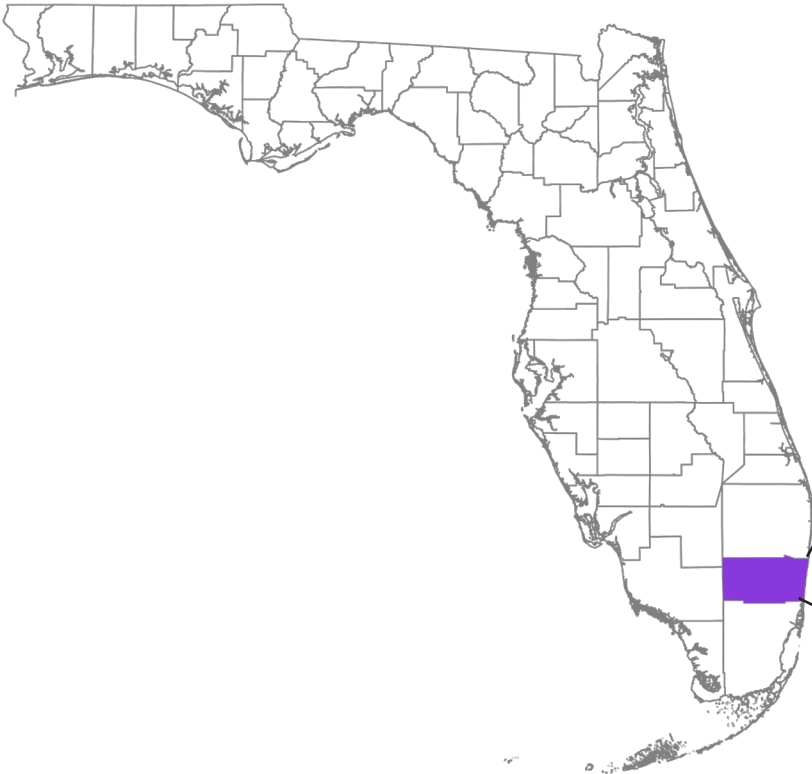
Presentation Agenda

- Background: Advanced Coursework in Broward County
- Broward's Approach to Implementing Cambridge
- Case Studies and Impacts of Cambridge Interdisciplinary Courses

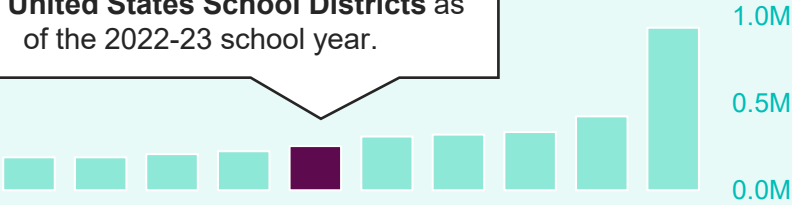


Broward County Public Schools

Broward County Public Schools by the Numbers



Broward had the **6th largest enrollment** of all **United States School Districts** as of the 2022-23 school year.



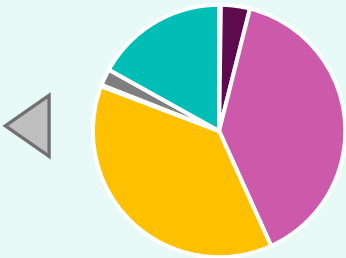
Broward is a ***diverse district***:

39% of students are **Hispanic**

41% of students are **Black**

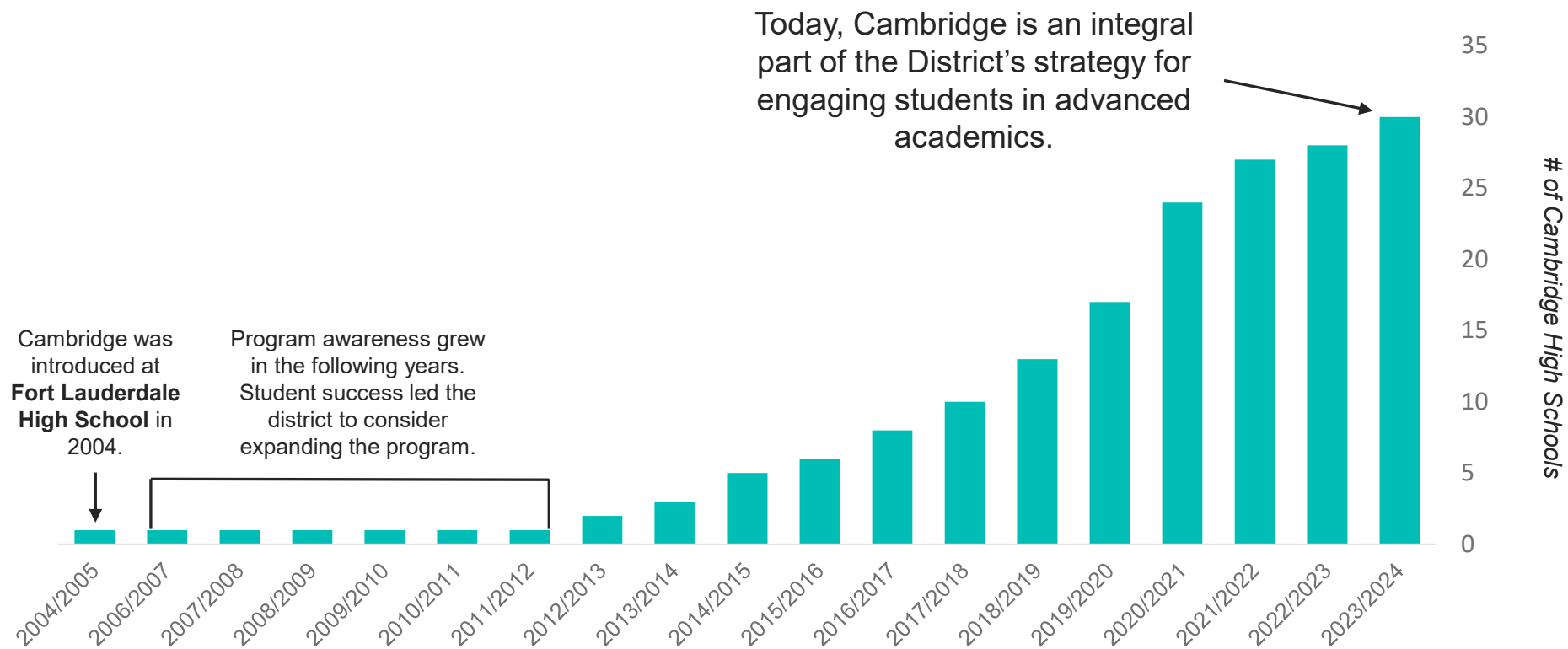
16% of students are **White**

(As of the 2022-23 school year.)



Cambridge in Broward County

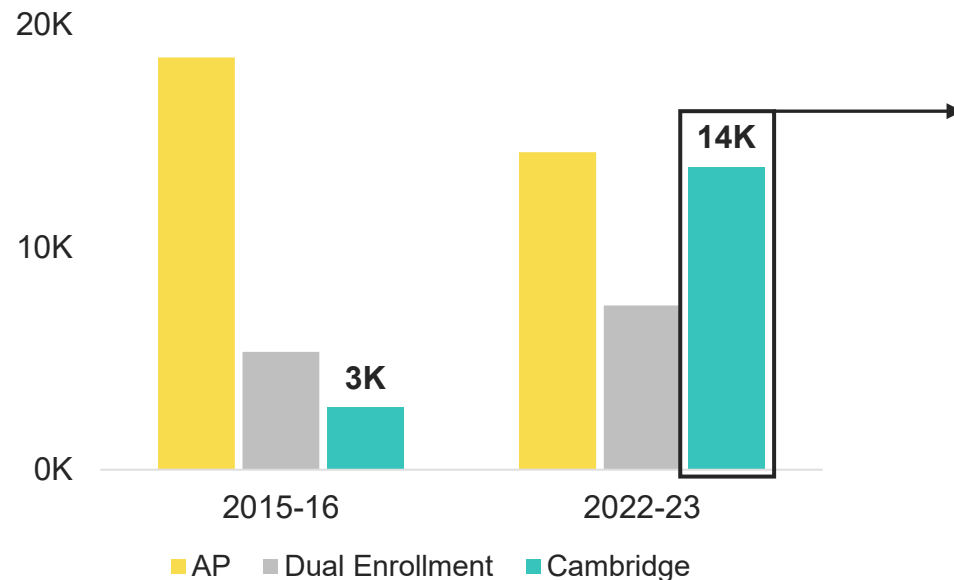
Broward has grown its Cambridge program from 1 high school in 2004-05 to **30 high schools in 2023-24**.



Why Did Broward Expand Cambridge?

Cambridge's flexibility made it a good fit for Broward's goal of **boosting accessibility to advanced academics**. High levels of success across demographic subgroups has led the district to continue program expansion.

Students enrolled in Advanced Academics by program (2015-16 and 2022-23)



Broward County Cambridge Pass Rates 2022-23

Group	Pass Rate
Overall	72.7%
Black	59.9%
Hispanic	76.5%
White	76.8%

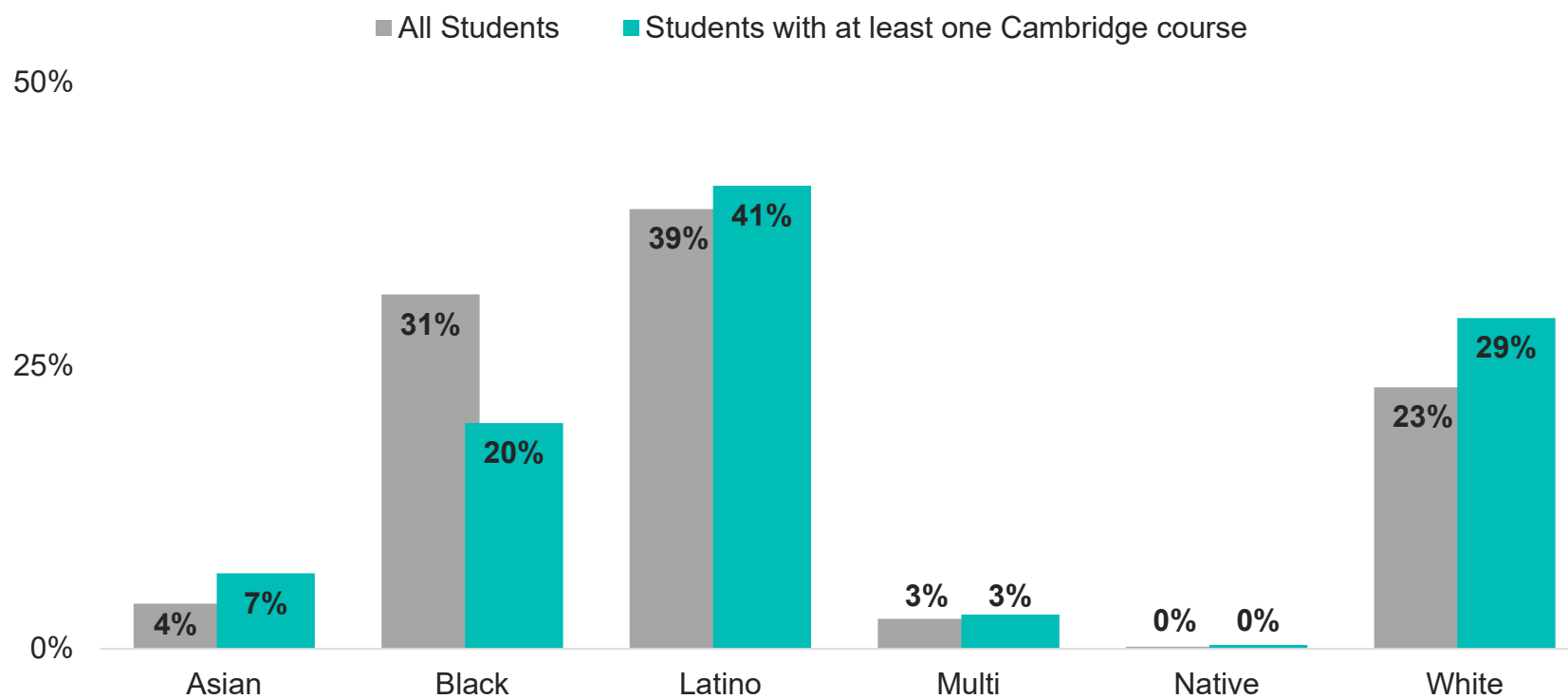
Broward's Advanced Academics Accessibility Goals

How many students in your district graduate without taking at least one Advanced Academic course?

- Currently, **24%** of Broward students graduate High School without an opportunity to take Advanced coursework.
- The Broward team has set a strategic goal that all students have the chance to take **2 Advanced Courses** while enrolled in Broward County Schools.
- Cambridge is a key part of Broward's approach by providing options for students without an Advanced course by Grade 11.

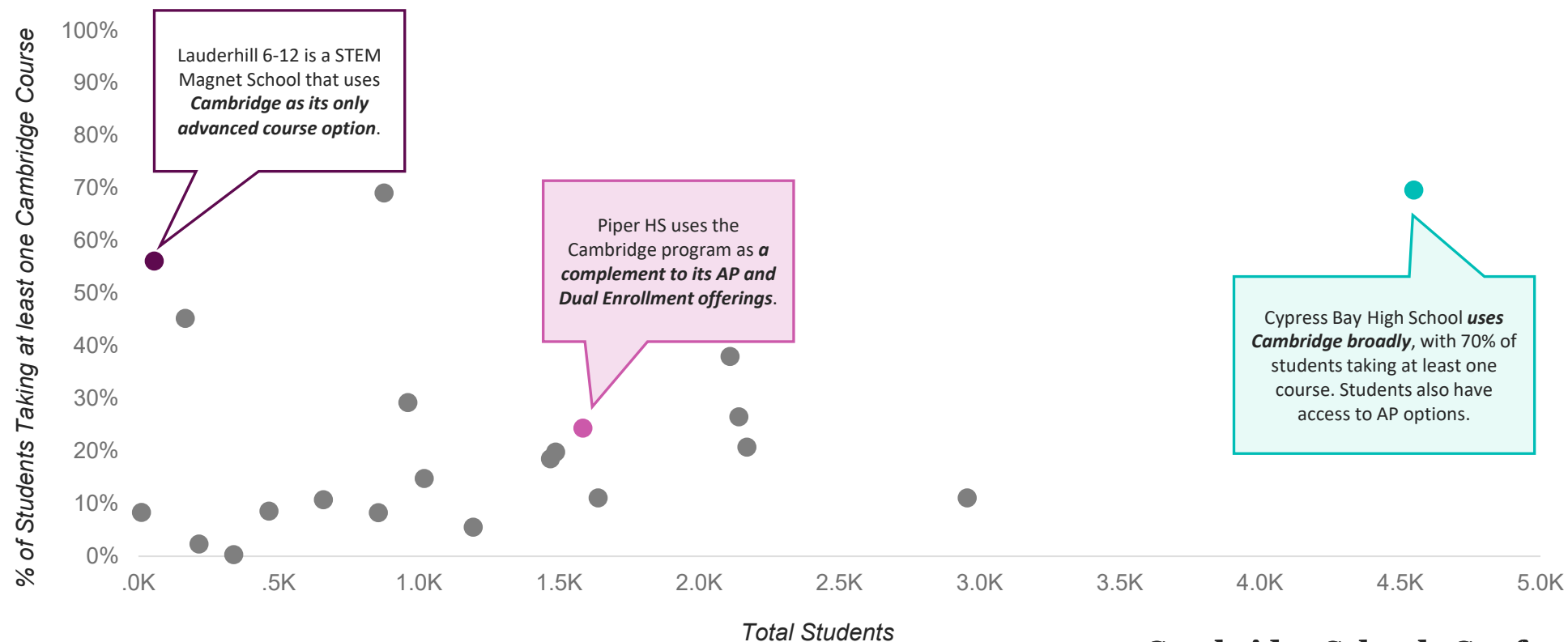
Broward's Approach to Implementing Cambridge

Cambridge in Broward: Demographics



Cambridge in Broward: Variation in Participation by Schools

The Cambridge curriculum allows for flexible implementation. Some schools administer the curriculum widely across their student population, while other schools use Cambridge more selectively.



Cambridge Advanced Interdisciplinary Courses

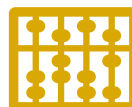


These courses are central to Broward's implementation of Cambridge and increasing district-wide participation in advanced coursework.



English General Paper

- Focused on writing and reading comprehension through the study of contemporary topics.
- An introduction to advanced academics.



Thinking Skills

- Focused on developing critical thinking, reasoning and problem-solving skills.
- Emphasizes development of problem-solving strategies and capacity.



Global Perspectives

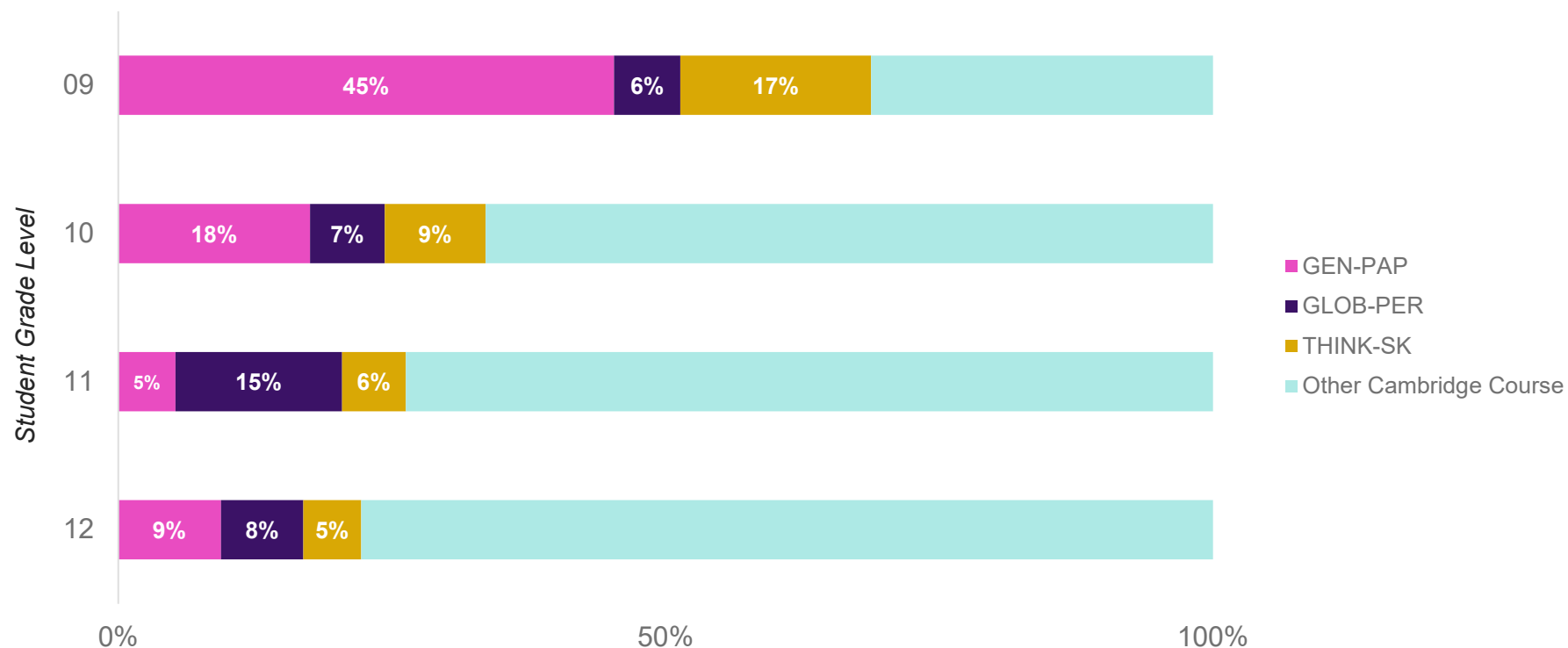
- Develop key skills in research, critical thinking and communication by analyzing global issues.
- Required course for the AICE Diploma.

Participation in Interdisciplinary Courses by Grade

Broward schools use English General Paper (GEN-PAP) and Thinking Skills (THINK-SK) primarily as introductory courses in the advanced pathway. Global Perspectives (GLOB-PER) is often taken later in high school.

English General Paper and **Thinking Skills** account for **62%** of all Cambridge courses taken in 9th grade.

Global Perspectives accounts for **15%** of all Cambridge courses taken in 11th grade.



Case Studies and Impacts of Cambridge Interdisciplinary Courses

Note on Approach to Case Studies

Case studies in this section examine Broward's approach to Cambridge interdisciplinary courses using the following three methods:



Discussion and examples of how schools use Cambridge interdisciplinary courses in their curriculum



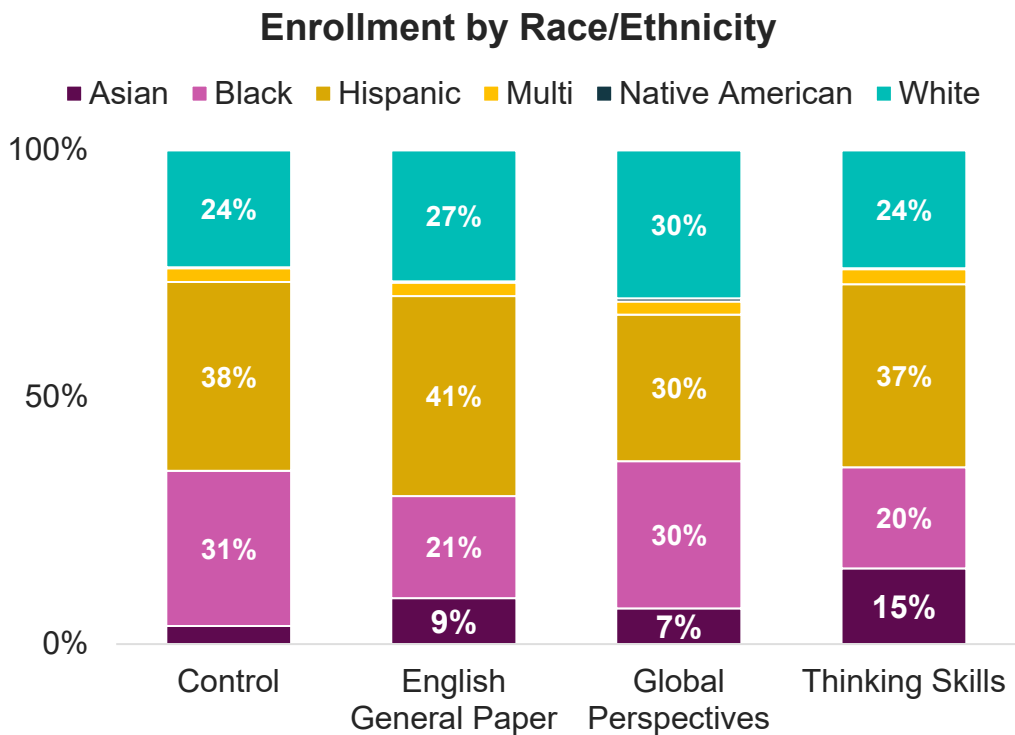
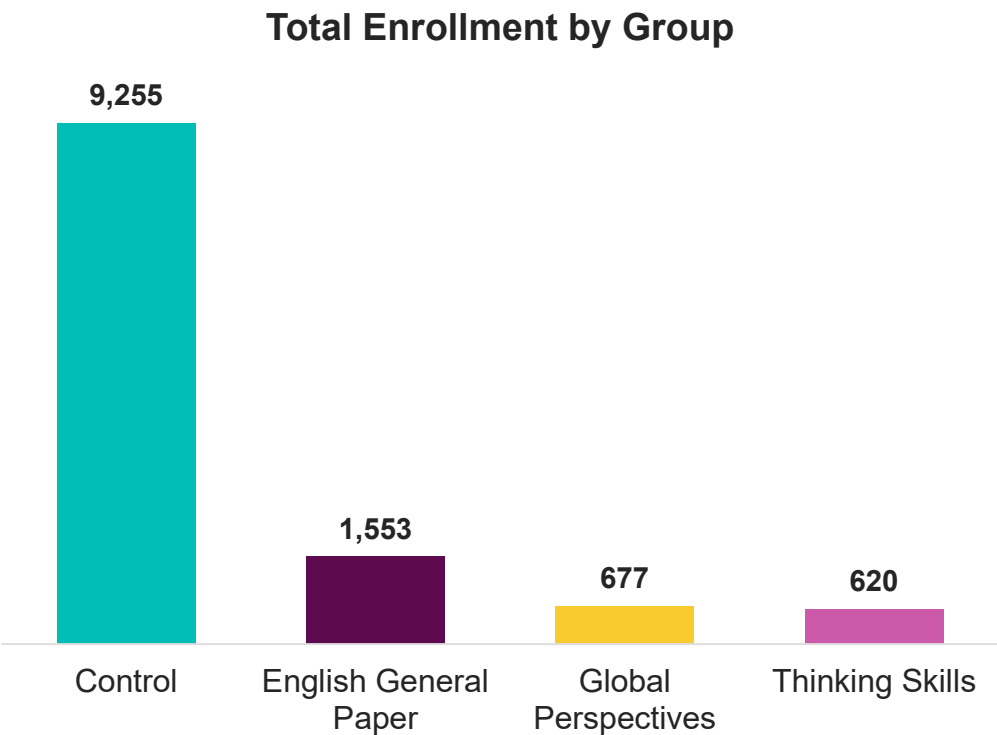
Student and teacher voices on experiences in Cambridge interdisciplinary courses



Research findings on impacts of courses on other academic and accountability metrics

Note on Approach to Case Studies: Data Analysis

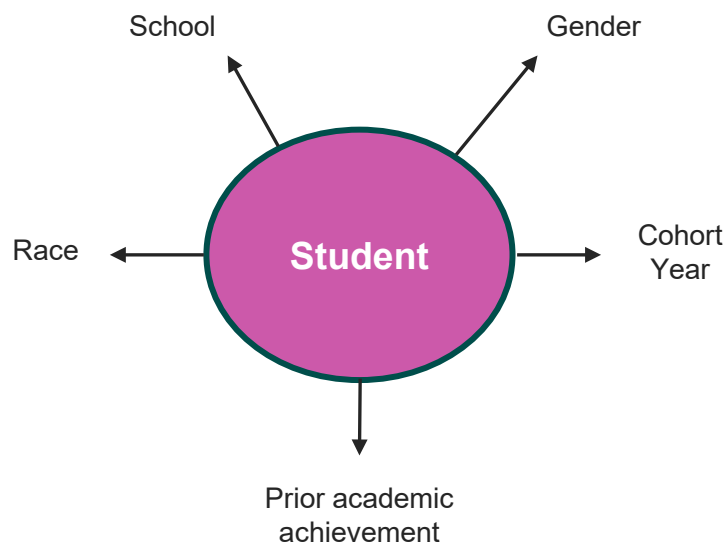
Cambridge drew on Broward data to compare students who participated in Cambridge courses with students enrolled at the same schools who did not participate in Cambridge.



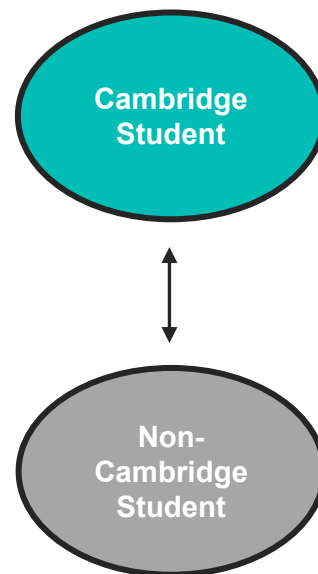
Note on Approach to Case Studies: Data Analysis

To ensure that our results are meaningful, the Cambridge team used Propensity Score Matching to compare outcomes between similar students.

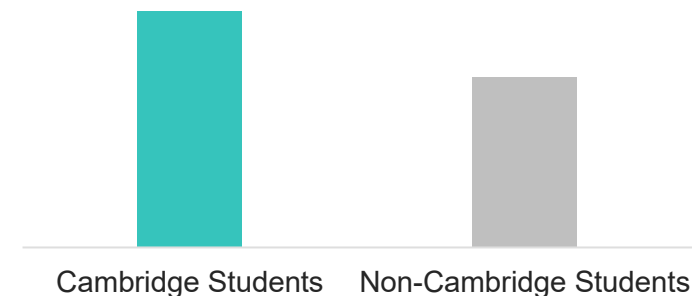
We use **demographic and academic characteristics** to estimate the probability of a student participating in Cambridge.



Next, we **match students who did and did not participate in Cambridge** based on their likelihood of enrollment.



Finally, for each matched pair of students, we **compare differences in outcomes**.



Case Study: **English General Paper** in Broward Schools



Course Type

- Elective (optional)

Course Content

- Introductory course for AICE Diploma pathway, introduction to college level writing and analysis
- Satisfies 1 of 4 English credit requirements for students



Eligibility / Access

- Open access: no barriers for student participation



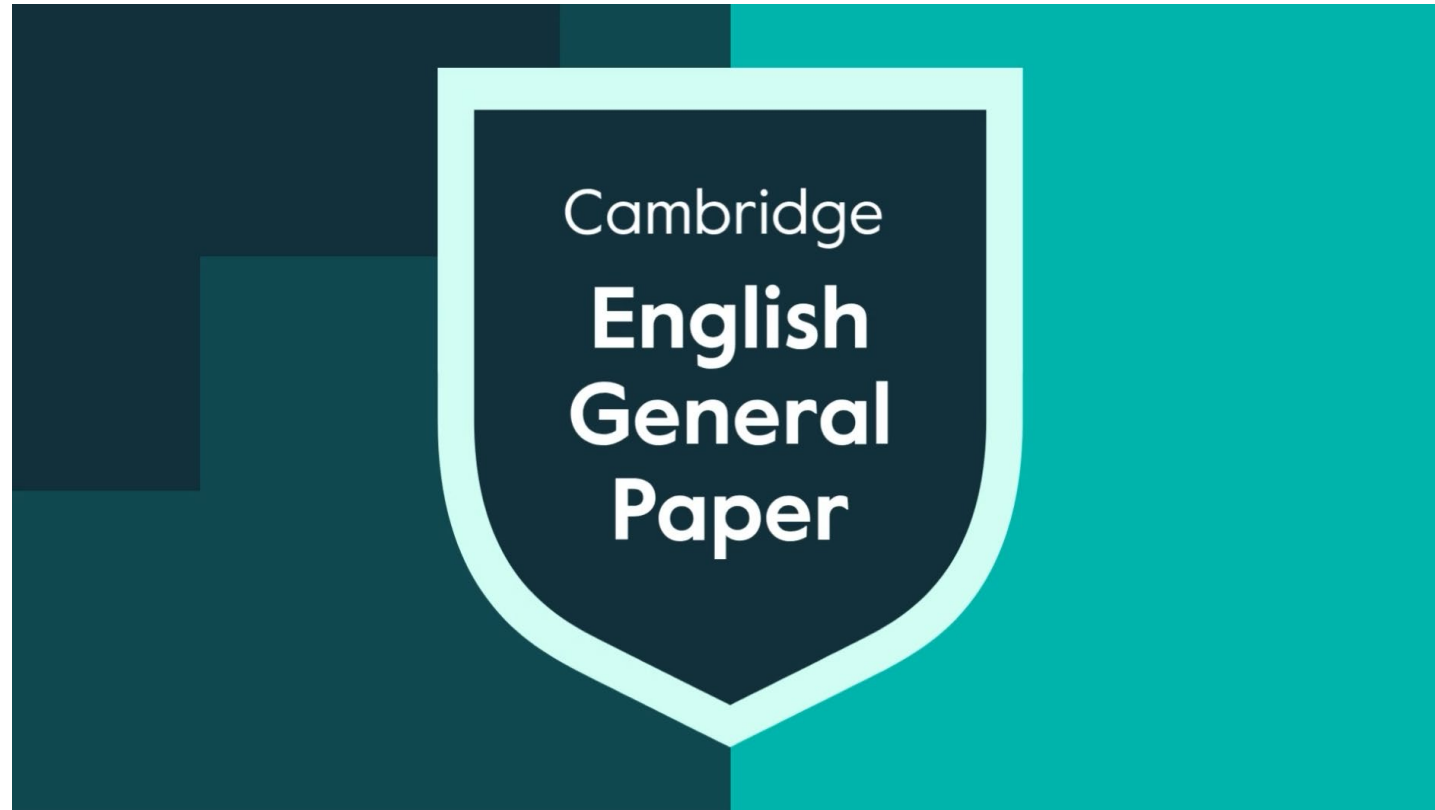
Instruction

- Typically taught by English teachers

District/School Goals

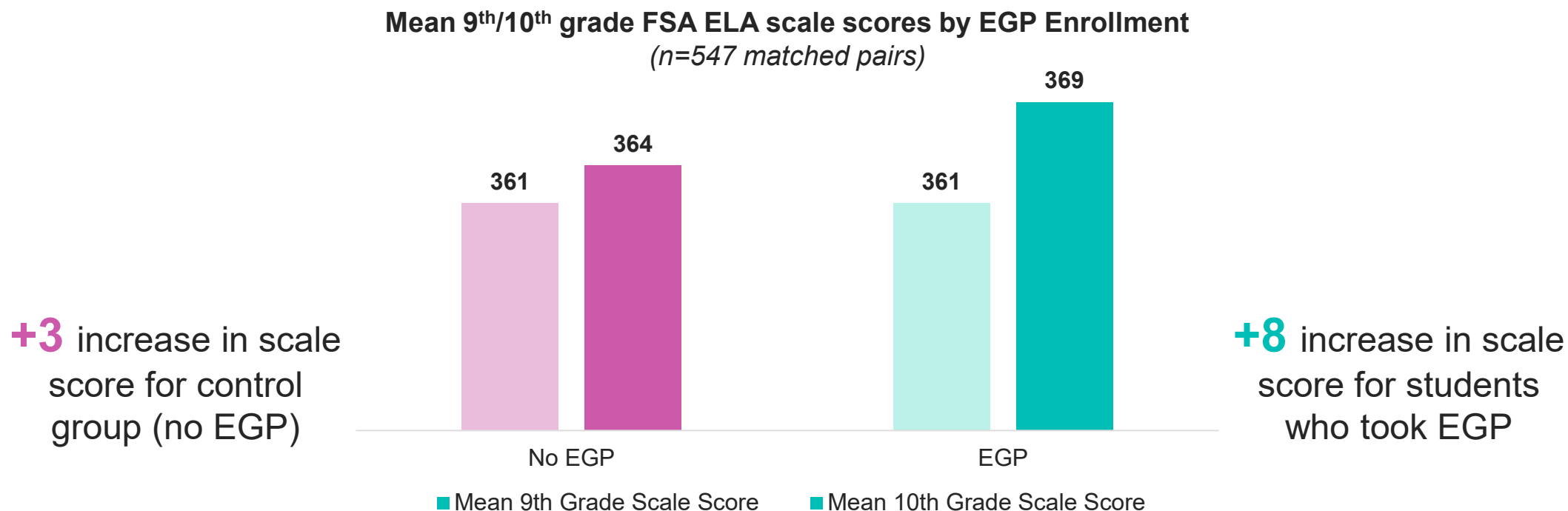
- Aligns with district's strategic goals for college and career readiness (CCR) and expanding access
- Adds acceleration points to school grade

Case Study: **English General Paper** in Broward Schools



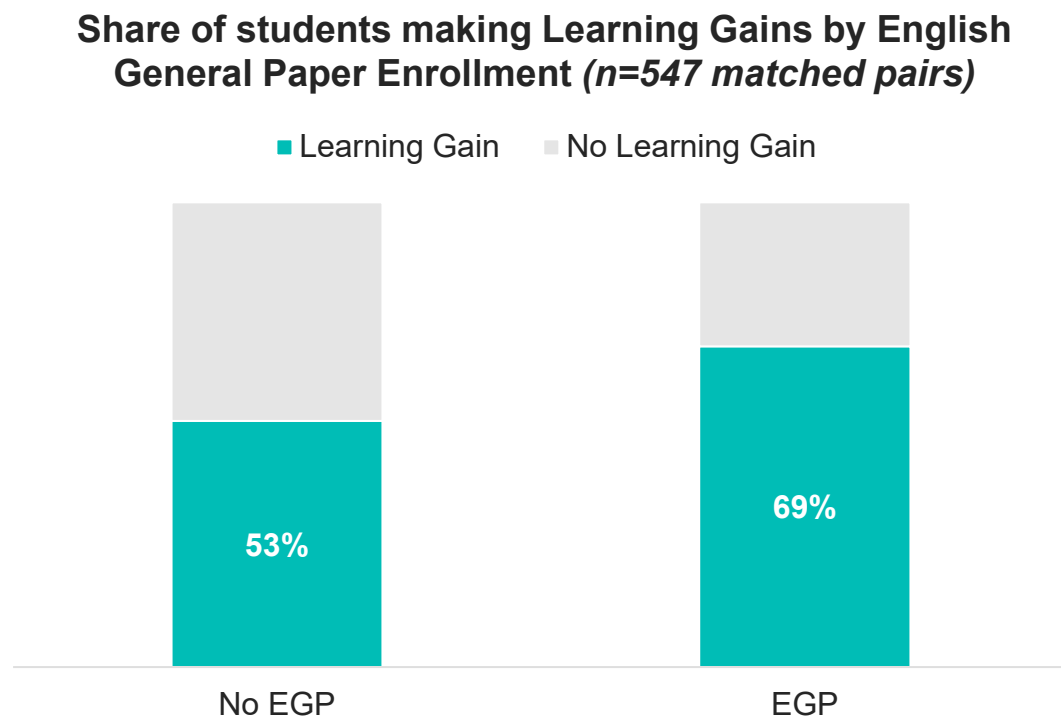
English General Paper Impact on ELA Scale Scores

Matched sample of students taking EGP had **more than double the growth in mean FSA ELA** scale score from 9th to 10th Grade compared to peers of a similar academic and demographic background who did not take EGP.



English General Paper Impact on ELA Learning Gains

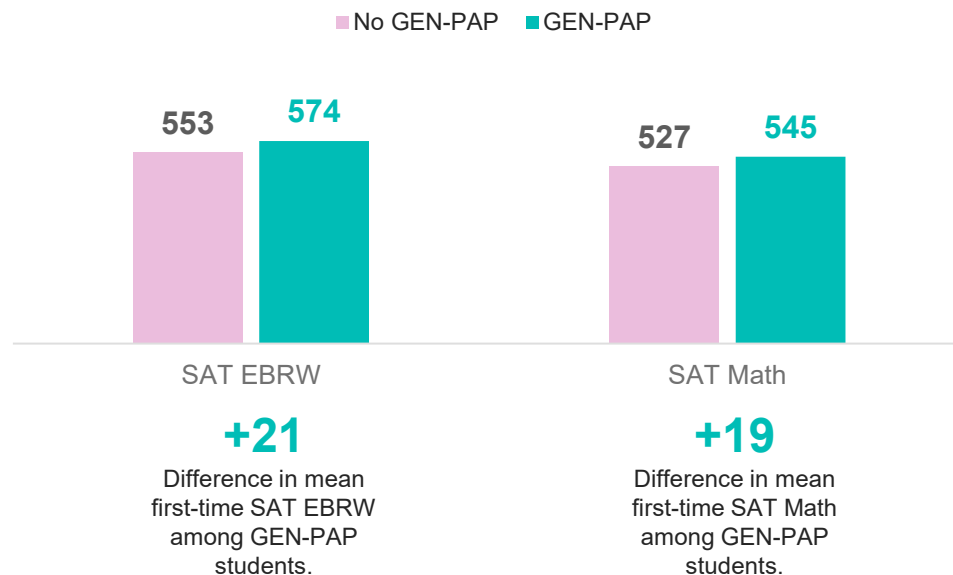
More students taking EGP met state ELA growth targets when compared to a matched sample of peers who did not participate in EGP.



English General Paper Impact on SAT Performance

Students participating in GEN-PAP tended to have **higher first time SAT scores** than academically and demographically similar peers who did not take GEN-PAP.

Mean first-time SAT component scores by GEN-PAP enrollment
(*n=1,148 matched pairs*)



Case Study: **Thinking Skills** in Broward Schools



Course Type

- Elective (optional)

Course Content

- Builds critical thinking, logic, and analytical skills
- May align with Math or English, depending on school needs and teacher background



Eligibility / Access

- Often introduced as a course option in Grade 9
- Typically students pursuing the Cambridge AICE Diploma
- Schools have discretion to offer (based on student interest and teacher qualifications)



Instruction

- May be team-taught or split semesters (Math and English sections taught separately)
- Schools use own discretion when marketing course

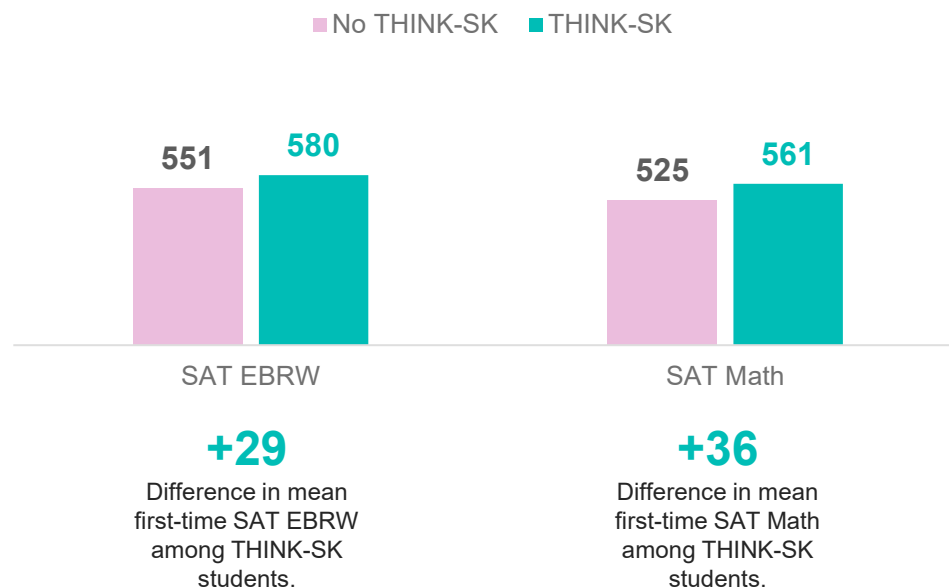
Case Study: **Thinking Skills** in Broward Schools



Thinking Skills Impact on SAT Performance

Students participating in THINK-SK tended to have **higher first time SAT scores** than academically and demographically similar peers who did not take THINK-SK.

Mean first-time SAT component scores by THINK-SK enrollment
(*n=354 matched pairs*)



Case Study: **Global Perspectives** in Broward Schools



Course Type

- Elective (optional), counts towards grad requirements

Course Content

- Rigorous, inquiry-based research at the college level
- Builds on skills learned in English General Paper and Thinking Skills



Eligibility / Access

- Typically for students in Grade 10 or 11
- Required for students pursuing AICE Diploma
- No specific entry barriers but placement left to school discretion based on student readiness and scheduling



Instruction

- Typically taught by English or Social Studies teachers
- Supported by partnership with Nova Southeastern University library – schools access library and research tools at NSU
- Aligned with Cambridge pathway, with early exposure planned in middle and elementary schools

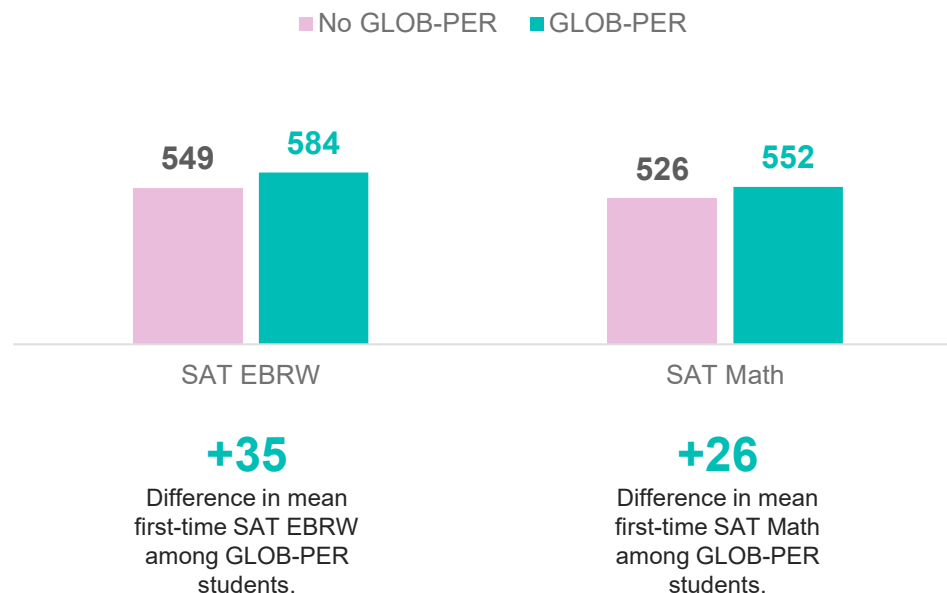
Case Study: **Global Perspectives** in Broward Schools



Global Perspectives Impact on SAT Performance

Students participating in GLOB-PER tended to have **higher first time SAT scores** than academically and demographically similar peers who did not take GLOB-PER.

Mean first-time SAT component scores by GLOB-PER enrollment
(*n*=374 matched pairs)



Summary

The Broward-Cambridge partnership illustrates how Cambridge became the most prevalent advanced course curriculum in the district and describes some of the impacts associated with participation in Cambridge courses.

Implementation

- **Cambridge courses have rapidly become more accessible in the district.** In the 2021-22 graduating class, 21% of students took at least one Cambridge course.
- **The Cambridge curriculum is highly flexible.** Many schools complement their AP or IB programs with Cambridge courses, while some use Cambridge courses exclusively.
- **Certain courses are common touchpoints in the Cambridge curriculum.** English General Paper, Global Perspectives and Thinking Skills are highly common.

Impacts

- Research findings suggest Cambridge students tend to experience **positive outcomes on state and national assessments.**
- Students taking GEN-PAP in 9th grade demonstrated **higher 10th grade State ELA scores and met State ELA growth criteria at higher rates** than similar peers who did not take GEN-PAP.
- Students taking GEN-PAP, GLOB-PER and THINK-SK demonstrated **higher first-time SAT scores** than their similar peers who did not take the respective courses.

Thank you!

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